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ABSTRACT

A set of self-instructional lessons is presented which are designed to acquaint teachers and librarians with the fundamentals of audiovisual education. The use of equipment, as well as the selection, evaluation, and in some cases production of materials, is presented. The lessons consist of instructions for learning activities which include viewing filmstrips and films, listening to tapes, setting up and using audiovisual equipment, and reading selected materials. The lessons cover opaque projection, overhead projection, filmstrip/slide projection, motion picture projection, tape recorders, radio, television, programed instruction, flat pictures, charts and graphs, chalkboard, flannel boards, bulletin boards, and educational materials centers. A list of source material and a directory of publishers or producers of source materials are provided. (JY)

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MARYCREST COLLEGE

Department of Library Science

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AUDIOVISUAL EDUCATION

Self-Instructional Program

By

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Library Science 370
Education 370

1971

EM 008 967

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P R E F A C E

INTRODUCTION

The age of technology has presented education with a wide variety of instructional materials and equipment. In order to help educators utilize this vast range of new media the course in audiovisual education is developed as an introduction to the hardware (machines) and the software (materials) of the media field.

This course is also developed primarily as a self-instructional program consisting of 13 UNIPACS. A UNIPAC is a self-contained set of teaching-learning materials designed to teach a single concept and structured for student independent study. You are free to complete these exercises at a time convenient for you. The Time Table (distributed separately) sets the minimum pace for the self-instructional program over the semester. You are free to move at a faster pace but you should not fall behind the pace of the Time Table. Once a week we will have a buzz session during which you may ask any questions about the particular media being studied.

OBJECTIVES

The specific objectives for this course are:

1. Given a particular piece of audiovisual equipment (opaque projector, overhead projector, filmstrip/slide projector, motion picture projector, tape recorder) you will be able to: a) set up the equipment for operation; b) operate the equipment; and c) pack up the equipment after use.
2. For each media studied you should be able to list its distinctive characteristics. Distinctive characteristics also include its limitations.
3. Know how to use the following bibliographic tools to locate media materials:
   a. Educators Progress Service Guides.
   b. NICEM Indexes.
   c. National Center for Audio Tapes Catalog.
4. Using the skills and information presented for each media, you should be able to evaluate and select media materials for your chosen subject area.

TEXT

No specific text.

REQUIREMENTS

The basic requirements are stated in the objectives. A mid-term and final examination will test your mastery of these objectives. In addition you should complete all of the assignments outlined in the self-instructional program.

For this self-instructional program to be useful and practical, the assignments for each UNIPAC should follow a definite plan. Most of you are preparing to teach or to become a school librarian. If you are in secondary education, select one aspect of your academic major for which you will develop the assignments. If you are in elementary education, select one aspect of one of the subjects in the elementary curriculum (preferably in your area of concentration). If you are a librarian, select one phase of library instruction.

During the opening lecture additional information about choosing a specific subject area will be given, and you will be asked to confer with the instructor who will assist you with the selection. Once the subject area is decided, please record your selection on the following line: _____.

You are now ready to begin your study of audiovisual materials and equipment. Good luck!

O P A Q U E P R O J E C T I O N

In the study of projection of still pictures one of the oldest and most common type of projection is the opaque projector. It has maintained its popularity because of its capability of projecting almost anything that can be positioned into the projection area. Materials that can be used in the opaque projector include such items as student work papers, pamphlets, textiles, biological or physical specimens, textbooks, test papers, and various objects.

Self-Instruction Lesson 1

To become acquainted with the opaque projector, please view filmstrip no. 624 (The Opaque Projector) and complete the following outline.

1. More effective teaching with opaque projection.

2. Specific instructional uses of opaque projector.

3. Operating the opaque projector.

4. Preparing materials for opaque projector.

5. Features of opaque projection.

Self-Instruction Lesson 2

Now go to the self-instructional area in the EMC. Using the directional manual for the opaque projector, practice using the projector.

Please note any questions or problems that you have and bring them to the scheduled buzz session.

Assignment

Indicate two or three ways in which you can use the opaque projector in your chosen subject area noted on page 2 of this manual.

O V E R H E A D P R O J E C T I O N

One of the fastest growing areas of projection involves the use of a comparatively new unit called the overhead projector.

Self-Instruction Lesson 1

To gain a complete description of the various types of equipment and materials available, plus a detailed explanation of their uses and capabilities, read the first two chapters of Schultz, Morton J., The teacher and overhead projection. Copies of this book are available at the desk in the EMC. The remaining chapters in Schultz's book relate the overhead projector to specific subjects. You should also read the chapter dealing with your particular subject interest.

Self-Instruction Lesson 2

Now you are ready to learn how to operate the overhead projector. Go to the self-instructional area in the EMC, view the slide series and follow the directions for operating the 3M model 66 overhead projector.

Self-Instruction Lesson 3

Apply the skills you have just learned to the Apollo overhead projector.

Self-Instruction Lesson 4

The next step in effective use of the overhead is to learn how to make transparencies using the Thermofax photocopy machine.

1. Prepare the original copy (a drawing or illustration, a page from a book, etc.) Your original copy must be a single sheet and have a carbon mark (pencil, black printing, or typing). Colored inks usually do not have carbon in them. Should your original have colored ink make a Xerox copy.
2. Take your original to the Thermofax machine in the EMC.
3. Place the transparency sheet on top of the original with the notched corner in the upper right-hand position.
4. Turn the dial on the Thermofax machine to "T" and run the transparency and original through the machine.

Please note any questions or problems that you encounter during these self-instruction sessions and bring them to the scheduled buzz session.

Assignment

Following the directions for making transparencies on the Thermofax copier, make a transparency which will be useable in your selected subject area as indicated on page 2 of this manual.

Many commercially prepared transparencies are also available. Use the NICEM Index to overhead transparencies (R/LB1044.9/N3) located in the bibliographic section of the library and look up your selected subject area. On the remaining space on this page summarize what you found, noting two or three transparencies which would be suitable in your subject.

F I L M S T R I P / S L I D E P R O J E C T O R

Over the years the instructional filmstrip has been one of the most popular still-image media. It is inexpensive itself and can be used with inexpensive equipment. It is flexible; it can be stopped, started, rolled forward and backward. It is durable, easy to store, and easier to maintain. Thousands of titles, covering just about every field of human endeavor from nuclear physics to selling insurance, are available in filmstrip form.

Self-Instruction Lesson 1

In the EMC ask at the desk for the filmstrip and accompanying script on cassette tape on, "Filmstrip Usage."

1. Place the filmstrip in one of the previewers and advance the filmstrip to the frame labeled "start recording."
2. Place cassette tape in the tape recorder and start the tape.
3. Advance the filmstrip when you hear the "beep"on the tape.
4. The following outline will help you as you view the filmstrip.
   A. What is a filmstrip?

   B. Advantages of filmstrips.

   C. Disadvantages of filmstrips.

   D. Planning for the use of filmstrips.

After completing this lesson return the filmstrip and the cassette to the desk.

Self-Instruction Lesson 2

At the EMC desk ask for the booklet, Conventional Media, and read pp. 17 - 21 about the filmstrip. Return the booklet to the desk when finished.

Self-Instruction Lesson 3

Now you are ready to learn how to operate the filmstrip/slide projector. Go to the self-instructional area in the EMC, view the slide series and follow the directions for operating the Viewlex V-25 filmstrip/slide projector.

Please note any questions or problems you may have and bring them to the scheduled buzz session.

Self-Instruction Lesson 4

The NICEM Index to 35mm Educational Filmstrips (R/Z5814/N213), bibliographic section of the library, and Educators Guide to Free Filmstrips (R/LB1043.9/ED3), reference reading room, are two valuable sources of filmstrips. Look at these two guides and determine what is the purpose and value of each.

Assignment

Many filmstrips are available in all subject areas. Preview at least three filmstrips related to your selected subject area. Evaluate these filmstrips using the forms following this page.

FILMSTRIP EVALUATION FORM

Name_____

Date_____

Title:

Producer:

Sound_____B&W_____Color_____Length_____

Silent_____B&W_____Color_____Length_____

Maturity Level: Prim.____Elem.____Jr.High____Sr.High____Coll.____Adult____

Technical Quality: Photography: Poor____Fair____Good____Excellent____

Printed Captions: Poor____Fair____Good____Excellent____

Sound: Poor____Fair____Good____Excellent____

Purposes filmstrip might serve:

	High - Rating - Low
1	1 2 3 4 5
2	1 2 3 4 5

Overall Rating: Poor____Fair____Good____Excellent____

Summary:

FILMSTRIP EVALUATION FORM

Name_____

Date_____

Title:

Producer:

Sound_____B&W_____Color_____Length_____

Silent_____B&W_____Color_____Length_____

Maturity Level: Prim.____Elem.____Jr.High____Sr.High____Coll.____Adult____

Technical Quality: Photography: Poor____Fair____Good____Excellent____

Printed Captions: Poor____Fair____Good____Excellent____

Sound: Poor____Fair____Good____Excellent____

Purposes filmstrip might serve:

	High - Rating - Low				
1	1	2	3	4	5
2	1	2	3	4	5

Overall Rating: Poor____Fair____Good____Excellent____

Summary:

FILMSTRIP EVALUATION FORM

Name_____

Date_____

Title:

Producer:

Sound_____B&W_____Color_____Length_____

Silent_____B&W_____Color_____Length_____

Maturity Level: Prim._____Elem._____Jr.High_____Sr.High_____Coll._____Adult_____

Technical Quality: Photography: Poor_____Fair_____Good_____Excellent_____

Printed Captions: Poor_____Fair_____Good_____Excellent_____

Sound: Poor_____Fair_____Good_____Excellent_____

Purposes filmstrip might serve:

	High - Rating - Low
1	1 2 3 4 5
2	1 2 3 4 5

Overall Rating: Poor_____Fair_____Good_____Excellent_____

Summary:

MOTION PICTURE PROJECTION

It is difficult today to conceive of a world without film. We point our cameras casually at the world about us and, in a fraction of a second, record faithfully and permanently the images of things, people, and events. Film has many instructional uses if used properly.

Self-Instruction Lesson 1

Read chapter 5 in the book, Pula, Fred J., Application and operation of audiovisual equipment in education. (book is at the EMC desk)

Read pages 23 - 36 in the booklet, Conventional Media (booklet is at the EMC desk)

Before practicing with the 16mm projectors you may also want to view filmstrips no. 1437, 1438, 1439 (16mm film projectors pts. 1, 2, 3). Pt. 1 describes the projection of the picture and the reproduction of sound; pt. 2 - the movement of the film and the threading diagrams of the most commonly used projectors; pt. 3 - the projectionist's job and some common troubles and immediate action to take.

Self-Instruction Lesson 2

Now you are ready to learn how to operate two different models of 16mm motion picture projectors and one 8mm projector.

Victor/Kalart motion picture projector (16mm)

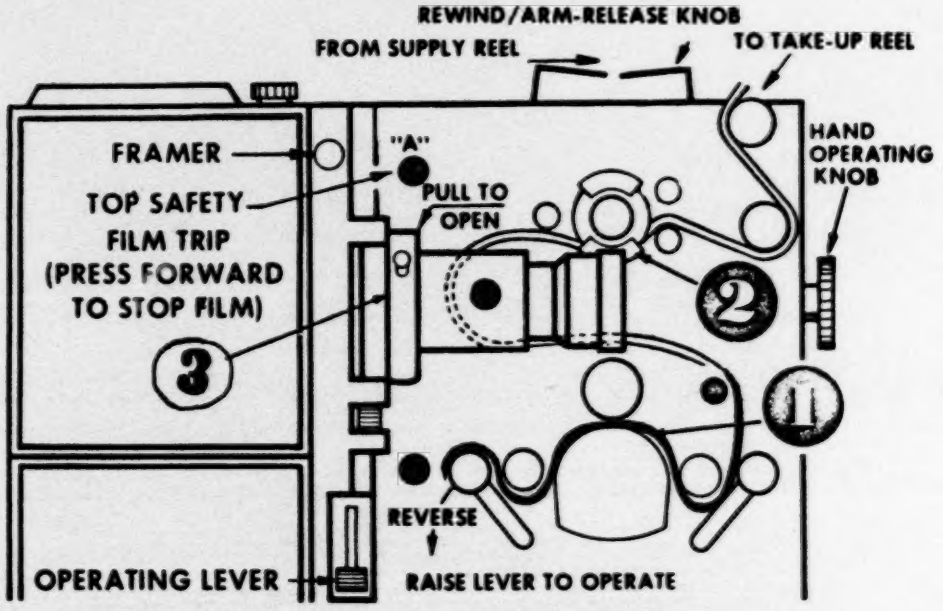
Go to the self-instructional area, view the three filmloops no. 30, 31, 32 and follow the directions for operating the Victor 16mm.

1. Take the first filmloop (30) out of its container.
2. Notice that the plastic filmloop cartridge is labeled "top" and "bottom."
3. Hold the filmloop so that the exposed film side faces the rear of the projector, and that the words "top" and "bottom" are in their respective positions.
4. Insert the filmloop into the rear of the projector.
5. Turn projector on. The loop will continue to run (as many times as you wish) until you turn the projector off.
6. Follow the same procedure for viewing each filmloop.

A copy of the threading pattern for the Victor follows this page. You will probably need to refer to it from time to time until you feel at ease with the Victor.

KALART VICTOR®

SERIES 75
THREADING CHART



TO REWIND

1. RELEASE TOP SAFETY FILM TRIP "A"
2. THREAD FILM BACK TO SUPPLY REEL
3. TURN REWIND/ARM-RELEASE KNOB TO REWIND POSITION MARKER
4. RAISE OPERATING LEVER TO RUNNING POSITION
5. TO STOP REWIND, RELEASE TOP SAFETY FILM TRIP"A"
6. RETURN REWIND/ARM-RELEASE KNOB TO OPERATING POSITION

EASY AS 1-2-3 TO THREAD IN RED-WHITE-BLUE SEQUENCE

1 You need sound "Over Sound Drum"

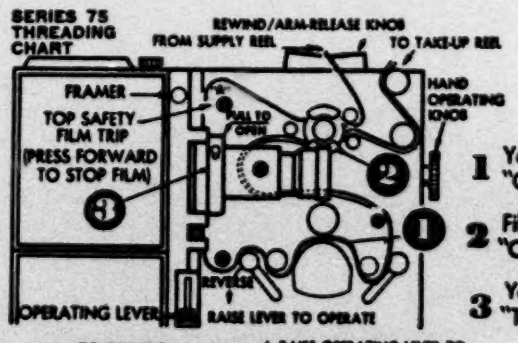
Close swing-out lens and thread film over top of drive sprocket engaging teeth with sprocket holes. Flip top film shoe closed.

2 Film has to move "On to Single Sprocket"

3 you need picture through filmgate

IF INCORRECTLY THREADED OR FILM IS DEFECTIVE

● SAFETY FILM TRIPS AUTOMATICALLY STOP PROJECTOR.
CHECK LOOPS AND RAISE STARTING LEVER —



1 You need sound "Over Sound Drum"

2 Film has to move "On To Single Sprocket"

3 You need a picture "Through Film Gate"

TO REWIND

1. RELEASE TOP SAFETY FILM TRIP "A"
2. THREAD FILM BACK TO SUPPLY REEL
3. TURN REWIND/ARM-RELEASE KNOB TO REWIND POSITION MARKER
4. RAISE OPERATING LEVER TO RUNNING POSITION
5. TO STOP REWIND, RELEASE TOP SAFETY FILM TRIP "A"
6. RETURN REWIND/ARM-RELEASE KNOB TO OPERATING POSITION

EASY AS 1-2-3 TO THREAD IN RED-WHITE-BLUE SEQUENCE

Bell and Howell Autoload (16mm)

Go to the self-instructional area, view the slide series and follow the directions for operating the Bell and Howell Autoload.

This is a self-threading projector and it can be very unkind to film. Be sure to follow the directions closely. Although it is simple to operate, it will not tolerate mistakes.

Bell and Howell (8mm)

Go to the self-instructional area and follow the directional manual for operating the B & H 8mm projector.

Please note any questions or problems that you have and bring them to the scheduled buzz session.

Assignment

Select three films which would be suitable for your chosen subject area. Complete the forms following this page.

In searching for suitable films you may want to use the Subject Guide to Media Materials in the EMC; the film catalog for Davenport Area IX Center (copy in EMC); NICEM Index to 16mm educational films (R/Z5814/N213) in bibliographic section of the library; Educators Guide to Free Films (R/LB1044/ED3) in reference reading room of the library.

FILM EVALUATION FORM

Name_____

Date_____

Title:

Producer:

B&W_____Color_____Length_____

Maturity Level: Prim._____Elem._____Jr.High_____Sr.High_____Coll._____Adult_____

Technical Quality: Photography: Poor_____Fair_____Good_____Excellent_____

Printed Captions: Poor_____Fair_____Good_____Excellent_____

Sound: Poor_____Fair_____Good_____Excellent_____

Purposes film might serve:

High - Rating - Low

1 1 2 3 4 5

2 1 2 3 4 5

Overall Rating: Poor_____Fair_____Good_____Excellent_____

Summary:

FILM EVALUATION FORM

Name_____

Date_____

Title:

Producer:

B&W_____Color_____Length_____

Maturity Level: Prim._____Elem._____Jr.High_____Sr.High_____Coll._____Adult_____

Technical Quality: Photography: Poor_____Fair_____Good_____Excellent_____

Printed Captions: Poor_____Fair_____Good_____Excellent_____

Sound: Poor_____Fair_____Good_____Excellent_____

Purposes film might serve:

High - Rating - Low

1 1 2 3 4 5

2 1 2 3 4 5

Overall Rating: Poor_____Fair_____Good_____Excellent_____

Summary:

FILM EVALUATION FORM

Name_____

Date_____

Title:

Producer:

B&W____Color____Length____

Maturity Level: Prim.____Elem.____Jr.High____Sr.High____Coll.____Adult____

Technical Quality: Photography: Poor____Fair____Good____Excellent____

Printed Captions: Poor____Fair____Good____Excellent____

Sound: Poor____Fair____Good____Excellent____

Purposes film might serve: High - Rating - Low

1 1 2 3 4 5

2 1 2 3 4 5

Overall Rating: Poor____Fair____Good____Excellent____

Summary:

T A P E R E C O R D E R S

Probably no other sound device in recent years has had so total an impact on human enterprise as has the magnetic tape recorder. Its simplicity, economy, and versatility make it one of the most valuable pieces of equipment in use today. It would be difficult to find a subject area that could not profitably use the tape recorder somewhere in its operation.

Self-Instruction Lesson 1

View filmstrip #1193 (The Tape Recorder) and complete the following outline.

1. How the tape recorder works.

2. How to use tape recording in teaching.

3. How to make good recordings.

After completing the filmstrip, read chapter 7 in Pula, Fred J., Application and operation of audiovisual equipment in education. (Book is at the EMC desk)

Self-Instruction Lesson 2

Now you are ready to try your skill at operating the Wollensak tape recorder. Go to the self-instructional area in the EMC, view the slide series and follow the directions for operating the Wollensak.

Self-Instruction Lesson 3

Apply the skills you have learned above to the Voice of Music tape recorder. This recorder is located in the listening booth in the EMC.

Self-Instruction Lesson 4

One other type of tape recorder which is very popular today is the cassette cartridge type recorder. You have already used one of these units when you were studying the filmstrip. Now let's look at the cassette more closely. Ask at the EMC desk for a cassette recorder and tape no. 62 (Audio tape cassettes in classroom and carrel). The outline on the following four pages will help you as you listen to this tape. (Listen to both side 1 and 2)

Please note any questions or problems you may have and bring them to the scheduled buzz session.

Assignment

Make a tape recording suitable for use in your chosen subject area. You may wish to discuss this assignment with the instructor before completing it.

OUTLINE

Audio Tape Cassettes in Classroom and Carrel
William A. Deterline, Series Editor

This outline identifies the major topics discussed in Report No. 4. It can be used as a note-taking guide if you want to summarize the characteristics and techniques involved in each of the applications and uses of audio tape for instructional purposes. The major topics are listed below. The first one is discussed after approximately 12 minutes of general background and introductory information.

TOPIC 1 What are the elements of a "talking book"?

TOPIC 2 What are the components and characteristics of the Purdue "audio-tutorial" method?

TOPIC 3 How are the talking book and audio-tutorial methods used to produce a "programmed" presentation using audio tape, and a text or reference book?

TOPIC 4 In the two applications described above, what might the teacher do?

These illustrations are referred to during the discussion of Topic 5. Questions referring to Topic 5 appear below the illustrations.

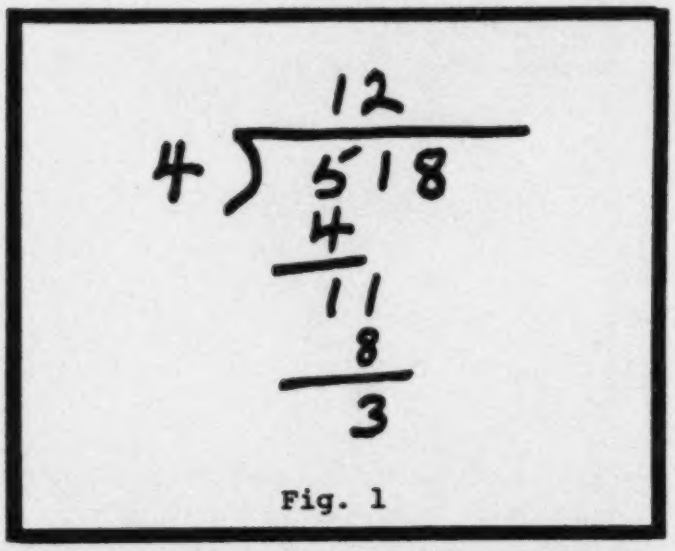


Fig. 1

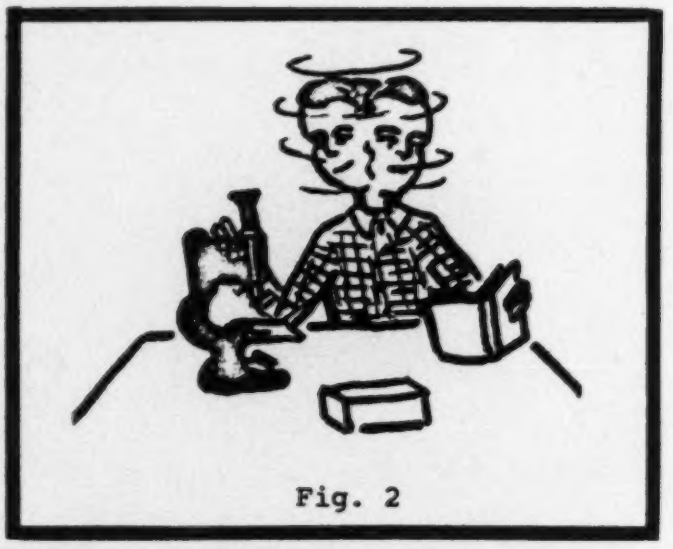


Fig. 2

Fig. 3

Fig. 4

TOPIC 5 What is meant by "fragmented visual attention"?

How can audio be used to avoid fragmenting visual attention?

Under what circumstances does audio offer that advantage?

TOPIC 6 What were the advantages of the "professor's" use of recorded lectures?

What were the disadvantages?

TOPIC 7 Under what circumstances might there be some advantage to recording lectures on audio tape for classroom presentation?

What might the teacher do during the taped presentation?

TOPIC 8 What use of taped information is referred to as an "audio guide"?

TOPIC 9 How can audio tapes be designed and used to supplement and accompany the use of filmstrips, single concept motion picture films, sound motion pictures, and other AV materials from an existing audiovisual library?

TOPIC 10 Describe how audio tape cassettes (or tape reel units) can be used to advantage for each of the following.

a) Demonstration of effective interaction of student with other people

b) Professional upgrading

TOPIC 11 Under what circumstances is it advantageous to have a group assemble to listen to an audio tape, all at the same time, rather that listening to it individually at different times?

TOPIC 12 Recordings of important events and people are readily available and convenient to use. What value have they?

Final Note Even the professionals - or especially the professionals - in the communications and entertainment fields do not expect a presentation to be perfect the first time. Before the final version of a film or recording has been produced, there have been many "takes," and "re-takes." Instructional materials are even less likely to be adequate the first time around. The materials should be tried out on students to see how well they communicate and how well they teach. Deficiencies noted should not be blamed on students, but should serve as a basis for revising the materials so that the same problems do not appear when the revised version is used.

R A D I O

Radio, like tape recordings and records, relies on its ability to capture our attention. In the 40's educational radio was gaining widespread acceptance as an enrichment source in the teaching of subjects such as music and social studies. Suddenly, television appeared in the late 1940's and educators abandoned radio in favor of the glamor of the more visual television medium.

Radio in America today is a shrill, high-strung--or, in McLuhan's terms, a "hot"--medium. We have given it over to adolescents as a plaything. With the exception of a very few instances, its impact on education has been negligible. The loss is ours, for radio has revolutionized world communication. It seems unlikely that it has nothing to offer education. We know it has captured the imagination of our youth, for whom it is a credible source of information and a never-ending source of their own sounds. Unlike television, which shows all, radio leaves much to the imagination--and, while youth may be accused of many deficiencies, surely lack of imagination is not one of them. What shall we do with radio? There must be fruitful ways to use it in instruction. If you have ever seen a group of students gathered around the radio avidly listening to a world series game, you may have suspected that educators are missing the boat. We are spending millions to develop untried and questionable modes of instruction while traditional, reliable radio goes on and on beneath our very nose. Could we be losing an important instructional medium through default?

Self-Instruction Lesson 1

Listen to tape no. 233 (Radio in the classroom)

Please note any questions or problems you may have and bring them to the scheduled buzz session.

Assignment

Many educational radio broadcasts are available on tape at a nominal cost. Look at the National Center for Audio Tapes Catalog (copy at the EMC desk). Are there any tapes which would be suitable for your chosen subject area? List two or three. Also note the procedure for obtaining these tapes.

T E L E V I S I O N

Now let's take a look at television and its relationship to education. In this particular course we do not have enough time to study all the aspects of television; however, we can become familiar with the three major kinds of television broadcasting, the advantages and disadvantages of each.

Self-Instruction Lesson 1

Read Thompson, James J., Instructional Communication, chapter 7. (Book is at the EMC desk) From your reading identify and note the distinguishing characteristics of the following:

Broadcast television

Closed Circuit television

ETV or ITV

Self-Instruction Lesson 2

View filmstrip no. 1350 and listen to the accompanying tape (Television in the classroom)

Please note any questions or problems you have and bring them to the scheduled buzz session.

Assignment

Channel 12 is the local ETV channel in the Quad-City area. Some of its morning programs can also be viewed on Channel 8 commercial station. Watch an instructional broadcast on either channel 8 or 12. A schedule of the Channel 12 broadcasts is available at the EMC desk along with the accompanying manual.

Watch the program more than once if possible. On the remaining portion of this page evaluate the broadcast in terms of instructional value, interest, grade level suitability and the manner and personality of the television teacher.

PROGRAMED INSTRUCTION

We have examined an array of media which had their beginnings not in formal education but in general efforts to enhance communication. Education merely adopted them and put them to work in instruction. We come now to a medium that is unique to education, originated in education, and probably destined in the long run to change education in some important ways. This is the medium of programed instruction, a medium which like television can embrace other media, but a methodology which, like statistics, is easily recognized regardless of the form it takes. Introduced formally into education in the middle of the 1950's, the concept of programed instruction is still a stranger to many classrooms.

In one sense this audiovisual course is programed instruction; in another sense it is not.

To begin the study of programed instruction we will reverse the method of procedure and come together in a group first. Please meet in the scheduled classroom on the date and time indicated on the Time Table. A packet of materials and a direction sheet will be given to you at that time.

F L A T P I C T U R E S

Flat pictures are a very valuable resource for the teacher. They are readily available in a wide variety of magazines and other publications. They are one media form the teacher does not have to order or produce; he need only collect them. Collecting pictures is not enough, however. There are a few simple techniques to use that will help you develop a workable picture collection.

Self-Instruction Lesson 1

View filmstrip no. 654 (Teaching with still pictures). The following outline will help you as you view the filmstrip.

1. How children look at pictures.

2. How to choose the right picture.

3. Using pictures in teaching.

After viewing the filmstrip, read p. 291-97 in Pula, Fred J., Application and operation of audiovisual equipment in education. (copy at EMC desk)

Assignment

Select two pictures that could be used in your selected subject area. Mount these pictures using the methods suggested on the filmstrip.

C H A R T S A N D G R A P H S

Charts and graphs, essentially, present a visual and symbolic representation of reality. In creating and using graphics, certain general aesthetic properties come into play. Three of the most significant are the compression of information, arranged in a balanced design with effective use of color.

Self-Instruction Lesson 1

To learn more about using charts and graphs in teaching, view filmstrip no. 652. Complete the following outline.

1. Definition of charts and graphs.

2. Advantages.

3. How to teach with charts.

4. Kinds of charts.

5. Characteristics of charts.

6. Kinds of graphs.

7. Tips on using graphs.

Now read pp. 297-305 in Pula, Fred J., Application and operation of audiovisual equipment in education. (copy at EMC desk)

Assignment

List one or two ways in which you could use charts or graphs in your selected subject area.

C H A L K B O A R D

Perhaps one of the oldest visual media present in the classroom is the chalkboard. Because of its "ever-presence" it is often misused or ineffectively used.

Self-Instruction Lesson 1

View filmstrips no. 969 and 970 (The Chalkboard pts. 1 and 2).
Pt. 1 discusses:

Color and arrangement

Lettering techniques

Templates

Pt. 2 discusses:

Additional techniques in using the chalkboard

Now read pp. 305-307 in Pula, Fred J., Application and operation of audiovisual equipment in education. (copy at EMC desk)

For additional help and information you may also want to view filmstrip no. 694 (Making your chalk teach)

Assignment

With your selected subject area in mind--prepare a pounce pattern OR a template to be used on the chalkboard.

F L A N N E L B O A R D

The flannel board has many "aliases," but by whatever name it is known, it has many uses in instruction.

Self-Instruction Lesson 1

View filmstrip no. 651 (How to make and use the felt board). The following outline will help you summarize the filmstrip.

1. Instructional uses of the felt board.

2. Accessory materials.

3. Making your own board.

4. Some commercial boards.

5. Caring for your board.

Now read pp. 308-315 in Pula, Fred J., Application and operation of audiovisual equipment in education. (copy at EMC desk)

If you want additional help in utilizing and constructing a flannel board, you may also wish to view filmstrip no. 1440 (the Flannel board).

Assignment

With your selected subject area in mind, prepare a flannel board presentation OR construct your own flannel board, following the techniques presented on the filmstrip.

B U L L E T I N B O A R D S

Bulletin boards have many and varied uses. It is unfortunate, therefore, that bulletin board space so often is taken up with announcements, notices, and directives that have little to do with the ongoing instructional activity in the classroom.

Self-Instruction Lesson 1

View filmstrips no. 971 and 972 (Bulletin Boards pt. 1 and 2).

Pt. 1 discusses:

Achieving interesting arrangements

Color

Design

Pt. 2 discusses:

Use of three-dimensional effects

Lettering techniques

For additional help on bulletin boards you may also want to view filmstrips no. 973 (Posters for teaching); no. 60 (Bulletin boards at work); no. 240 (Keep your bulletin board alive).

Assignment

At the EMC desk ask for the booklets giving bulletin board suggestions. Look at these books for ideas that could be used in your selected subject area. Write down two or three ideas. Sketch them briefly showing caption, arrangement, etc.

EDUCATIONAL MATERIALS CENTERS

The final topic to be considered in the course is perhaps the most important of all. You have been discovering the various kinds of media along with their supporting equipment, but unless all of these materials are brought together in some organized fashion and made available to you, they are useless; thus, the role of the EMC, IMC, LRC or any other title it may have.

Please meet in the scheduled classroom on the date and time indicated on the Time Table for a lecture-discussion on media centers.

Before coming to class please read at least one article from the current literature about Materials Centers or Resource Centers. Summarize the contents of your article on the remaining portion of this page. The Education Index and Library Literature Index will be helpful in locating articles.

SOURCE MATERIALS

Books

Conventional media. Educational Media Laboratories. 1968.
Educators guide to free films. Educators Progress Service. latest ed.
Educators guide to free filmstrips. Educators Progress Service. latest ed.
Mathre, T.H., Bulletin boards in color. T.S. Denison & Co. 1969.
National Center for audio tape catalog. University of Colorado. latest ed.
NICEM. Index to overhead transparencies. R.R. Bowker. latest ed.
NICEM. Index to 16mm educational films. R.R. Bowker. latest ed.
NICEM. Index to 35mm educational filmstrips. R.R. Bowker. latest ed.
Notebook of bulletin board suggestions including Holiday Bulletin Board Ideas. Jackson Publications. Bi-monthly publication.
Pula, Fred J., Application and operation of audiovisual equipment in education. John Wiley and Sons. 1968.
Schultz, Morton J., The Teacher and overhead projection. Prentice-Hall. 1965.
Thompson, James J., Instructional communication. American Book Company. 1969.

Equipment

Viewlex filmstrip projector
Carousel 800 slide projector
Opaque projector American Optical
3M overhead projector
Apollo overhead projector
Thermofax secretary copier
Viewlex filmstrip previewers
Victor/Kalart 16mm projector
Bell & Howell autoload 16mm projector
Bell & Howell 8mm film projector
Technicolor Filmloop projector
Wollensak AV1500 tape recorder
Voice of Music tape recorder
Cassette tape recorders

Filmloops

Victor/Kalart motion picture projector, pt. 1, 2, 3. Technicolor Corp.

Filmstrips

Bulletin Boards pts. I, II. McGraw-Hill.
Bulletin boards at work. Wayne University.
The Chalkboard pts. I, II. McGraw-Hill.
Filmstrip usage (script on tape) from Conventional media kit. Educational Media Lab.
The Flannel Board. McGraw-Hill.
How to keep your bulletin board alive. Ohio State University.
How to make and use the felt board. Ohio State University.
Making your chalk teach. Wayne University.

Filmstrips cont'd.

The Opaque projector. Ohio State University.
Posters for teaching. McGraw-Hill.
16mm projector pts. I, II, III. McGraw-Hill.
The Tape recorder. Basic Skill Films.
Teaching with still pictures. Basic Skill Films.
Television in the classroom (script on tape). Nebraska Television Library.
Using charts and graphs in teaching. Basic Skill Films.

Slides

Bell & Howell 16mm Autoload. Training Services.
Filmstrip and Slide Projector Viewlex V-25-P. Training Services.
Overhead Projector 3M model 66. Training Services.
The Tape Recorder Wollensak 1500AV. Training Services.

Tapes

Audio tape cassettes in classroom and carrel. Sound Education Reports.
Radio in the classroom. National Center for Audio Tapes.

PUBLISHER'S AND PRODUCER'S DIRECTORY
for
SOURCE MATERIALS

American Book Company
55 - 5th Avenue
New York, N. Y. 10003

Audio-Visual Materials Production Center
Wayne University
680 Putnam
Detroit, Michigan 48202

Basic Skill Films
1355 Inverness Drive
Pasadena, California 91103

R. R. Bowker
1180 Avenue of the Americas
New York, N. Y. 10036

T. S. Denison Company
321 - 5th Avenue S.
Minneapolis, Minnesota 55415

Educational Media Laboratories
4101 South Congress
Austin, Texas 78745

Educators Progress Service
Randolph,
Wisconsin 53956

Great Plains Instructional Television Library
University of Nebraska
Lincoln, Nebraska 68508

Holiday Bulletin Board Ideas
Jackson Publications
P. O. Box 337
Santee, California 92071

McGraw-Hill Book Co.
Text-Film Division
330 West 42nd Street
New York, N. Y. 10036

National Center for Audio Tapes
University of Colorado
Stadium Building
Boulder, Colorado 80302

Ohio State University
Teaching Aids Laboratory
1988 N. College Road
Columbus, Ohio 43210

Prentice-Hall
Route 9 W
Englewood Cliffs, New Jersey 07632

Sound Education Reports
1091 Nottingham Way
Los Altos, California 94022

Technicolor Corporation
1300 Frawley Drive
Costa Mesa, California 92627

Training Services
1815 Greenlawn Avenue
Kalamazoo, Michigan 49007

John Wiley and Sons
605 - 3rd Avenue
New York, N. Y. 10016